


# Administering the Kindergarten WIDA-ACCESS Placement Test




World-class Instructional Design and Assessment

## Administering the Kindergarten WIDA-ACCESS Placement Test W-APT™

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## Training Objectives




- To understand the purpose, organization and structure of the Kindergarten W-APT™
- To learn how to reliably administer and score the Kindergarten W-APT™
- To learn how K-WAPT™ scores are used in Kentucky to determine ELL placement and services

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## Workshop Outline




- Purpose of the K-WAPT™
- Division of components
  - Listening and Speaking
  - Reading and Writing
- Accessing and Printing K-WAPT™ Materials
- Listening and Speaking: Oral Proficiency Test
  - Administration
  - Scoring
- Reading and Writing: Optional Diagnostic Test
  - Reading Administration and Scoring
  - Writing Administration and Scoring
- Interpreting and Using K-WAPT™ Scores

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## Purposes of the K-WAPT™




- To identify the academic English language proficiency level of students who may be candidates for ELL and/or bilingual services
- To determine the academic English Language Proficiency level of students new to a school or to the U.S. school system in order to determine appropriate instructional services

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Which Components Should Be Administered To Each Student?




- Listening and Speaking (combined in Oral Proficiency component)
  - Assesses oral English proficiency
  - For students in pre-K through mid-Grade 1
- Reading and Writing tests
  - Optional; results in diagnostic statements rather than ranking
  - For students in mid-K through Mid-Grade 1

	Pre-K	1 <sup>st</sup> sem. K	2 <sup>nd</sup> sem. K	1 <sup>st</sup> sem. Gr. 1
Listening & Speaking				
Reading & Writing				

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Oral Proficiency Test  
(Listening and Speaking combined)




- Scripted
- Can take up to 15 minutes to administer
- Scoring is adaptive
- Student responds to prompt and TA marks score
- Key and rubric included on scoring sheet
- Convert raw score into oral proficiency score

Raw Score for Listening and Speaking	Oral Proficiency Score
0-10	Low
11-18	Mid
19-28	High
29-30	Exceptional

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Diagnostic Reading and Writing Test




- Optional, not for determining ELL services
- NOT appropriate for children in Pre-K or entering Kindergarten
- Intended for children in mid-K or entering 1<sup>st</sup> grade
- Same administration format as Listening and Speaking
- Convert raw score to skill description for Reading/Writing

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Diagnostic Reading and Writing Test



Reading Raw Score	Skill(s) Description	Writing Raw Score	Skill(s) Description
0-2	No ability	0-3	No ability
3-5	Can match simple pictures to each other	4-7	Can copy letters
6-10	Can recognize letters	8-11	Can complete simple words with initial letter
11-12	Can recognize words	12-14	Can write simple words
13	Can read simple phrases	15-16	Can write simple phrases
14-15	Can read simple sentences	17-18	Can write simple sentences

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# Materials

## Kindergarten W-APT Test Administration Manual

### Listening and Speaking Test (Oral Proficiency)

- Listening and Speaking Picture Cue Booklet
- Listening and Speaking Script
- Listening and Speaking Scoring Sheet

### Reading and Writing Test (Optional Diagnostic)

- Reading Picture Cue Booklet
- Writing Picture Cue Booklet
- Reading and Writing Script
- Reading and Writing Scoring Sheet

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# How to Access the K-WAPT™

- Free and downloadable from [www.wida.us](http://www.wida.us)
- Semi-secure- accessible via district wide W-APT login
  - Username: ky + district number (e.g. ky376)
  - Password: bluegrass + DAC's last name (e.g. bluegrassjohnson)
- Printing and dissemination – district dependent
- Master copy may be ordered from MetriTech, Inc. for \$90; call 1-800-747-4868

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Welcome to the WIDA Consortium website.

WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners.

To this end, the WIDA Consortium has developed English language proficiency standards and an English language proficiency test aligned with those standards (ACCESS for ELLs®). In addition, WIDA has developed Spanish language arts standards and is planning a system of parallel academic assessments for beginning English language learners (ONPAR™). Research and professional development activities importantly complement the WIDA standards and assessment products.

Originally established through a federal grant, the WIDA Consortium consists of eighteen partner states: Alabama, Delaware, the District of Columbia, Georgia, Illinois, Kentucky, Maine, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, and Wisconsin.

7-3-08 The ACCESS for ELLs® Test Administrator Training course is now located on this website. Even if you had an account in the UW Oshkosh Desirable Exam system for this purpose, you must re-enroll in this new course. We apologize for any inconvenience this may cause. Please visit your state's page in the green menu at the lower left of this page to learn about enrollment procedures in your state. If you have already received an enrollment email, you may login by clicking the Login button in the upper right.

Click on 'W-APT' under Assessment Tools

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W-APT™

W-APT stands for the WIDA-ACCESS Placement Test™. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what level.

The W-APT™ test forms and administration manual (PDF files) are available to all authorized users from WIDA Consortium member states. You must enter your district's W-APT™ username and password in order to view or print these files. Please contact your district or state ESL or testing coordinator if you have not received your login information.

The W-APT™ Score Calculator is a tool to save test administrators the time and trouble of manually converting raw scores and calculating the composite proficiency level (CPL) scores. With the click of a button, it calculates

Click on 'The W-APT test forms and administration manual'

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Log In

Log In

Have a test administrator training account and forgot your password?

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Enter your login information:

Username: ky000

Password: bluegrasswilliams

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WIDA Home

Training Course home

Overview Module

Test Management Module

Group Test Module

Speaking Test Module

Kindergarten Test Module

My ACCESS Training

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ACCESS for ELLs Test Administrator Training

Welcome Tim!

What would you like to do?

View/Download the W-APT assessment and manuals

Begin/Resume ACCESS for ELLs Test Administrator Training

View my Only Grades

WIDA Home

Training Course home

Overview Module

Test Management Module

Group Test Module

Speaking Test Module

Kindergarten Test Module

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Select Kindergarten to access:

Instructions

Manual

Specific grade level cluster test

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W-APT Printing Instructions

Document	Reusable?	Recommendations for Binding	Printing Instructions	
Kindergarten Listening and Speaking Picture Cue Booklet	YES (Print only one copy.)	DO NOT BIND	MUST BE SINGLE-SIDED	
Kindergarten Writing Picture Cue Booklet and Student Response Booklet	NO (Print one copy for each student.)	Bind on long edge or staple in upper-left corner		
Kindergarten Reading Picture Cue Booklet	NO (Print one copy for each student.)			
Kindergarten Summary Scoring Sheet	NO (Print one copy for each student.)	Staple in upper-left corner	Double-sided if possible	
Kindergarten Listening and Speaking Scoring Sheet	NO (Print one copy for each student.)			Booklet/saddle-stitch
Kindergarten Reading and Writing Scoring Sheet	NO (Print one copy for each student.)			
Kindergarten Listening and Speaking Script	YES (Print only one copy.)			
Kindergarten Reading Script	YES (Print only one copy.)			
Kindergarten Writing Script	YES (Print only one copy.)			
Test Administration Manual (includes scored writing samples)	YES (Print only one copy.)			

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# Administering the Kindergarten WIDA-ACCESS Placement Test

## Preparing for Test Administration



- Students must be tested individually in a one-on-one interview format in a quiet, private room or carrel
- Post a ***Do Not Disturb: Testing*** sign on the testing room door on test days
- Assure that the student's name is written on the scoring sheet and consumable test forms
- Use a rectangular or circular table at which to test the student
- Place yourself at a right angle to the student
- Make sure students can see the test materials when they lie flat on the table.
- Provide at least two sharpened pencils



## Administering the Oral Proficiency Components (Listening and Speaking)

## Layout



- Oral Proficiency component is divided into 5 parts (Parts A through E)
- Corresponding page numbers for the Picture Cue booklet are listed in the heading of each Part
- Brief orientation to the task is included
- If a child responds incorrectly to the first task in both Listening and Speaking sections, model the correct response, score the item 0, and move on to the next task
- If a child responds correctly, score the item 1, and move on to the next task

## Navigating the Oral Proficiency Components: Parts A-C



### Parts A-C

1. Administer and score all Listening tasks in Part A.
2. Administer and score all Speaking tasks in Part A.
3. Calculate the score
4. Based on the scoring guidelines in the script, determine whether the student will advance to the next Part or wind down
5. Repeat steps 1-3 for Parts B and C as necessary

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Navigating the Oral Proficiency  
Components Parts D-E



Parts D-E

1. Administer and score the first Listening task in Part D
2. Administer and score the first Speaking task in Part D
3. Continue alternating the Listening and Speaking tasks until Part D is complete
4. Calculate the score
5. Based on the scoring guidelines in the script, determine whether the student will advance to the next Part or wind down
6. Repeat steps 1-3 for Part E as necessary

*Note: Follow the script for winding down at the end of Part E*

Listening and Speaking  
Picture Cues



- Read the prompt and point to the object(s) indicated in the script
- In the picture cue booklet, the corresponding script page is listed in the lower right-hand corner in a black box
- Some pictures are used for more than one part

Listening and Speaking: Part A



- In Listening Part A, the student is asked to point to something in the picture
- In Speaking Part A, the Test Administrator points to various items, as scripted, to elicit the child's answer


Listening and Speaking: Part B



- In Listening Part B, the student is asked to manipulate the picture cue booklet
- In Speaking Part B, the student is asked to describe the picture

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Listening and Speaking: Part C




- In Listening Part C, the student is asked to point to different things in the picture
- In Speaking Part C, the student is asked to describe something that is going on in the picture

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Listening and Speaking: Part D




- In Listening Part D, the student is asked to point to two sequenced actions, based on a short story read aloud
- In Speaking Part D, the student is asked to retell the two actions in sequence

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Listening and Speaking: Part E




- In Listening Part E, the student is asked to point to one of two pictures, the one that completes the short story read aloud
- In Speaking Part E, the student must retell the story

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General Scoring Information



- Using the Oral Proficiency Scoring Sheet, mark responses as right (with a 1) or wrong (with a 0)
- Listening Responses
  - Follow the scoring guidance in the key
- Speaking Responses
  - Must be in English;
  - Must be understandable, even though it might require some effort on your part to comprehend
  - Key gives the TA a sample of the quality and quantity of language expected in the correct response. It does not include all possible correct responses

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General Scoring Information

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▪ When scoring the Reading section, the student must correctly match the prompt to the correct response in order to be scored correct.

▪ Part A: students must identify pictures

▪ Part B: students must identify letters

▪ Part C: students must identify words

▪ Part D: students must identify phrases

▪ Part E: students must identify sentences

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Reading Scoring Sheet

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Criteria for advancement from part A to Part B, Part B to Part C, and so on...

Part	#	Key	Score	Section
A	1	square		Total Part A ____
	2	phone sign		
	3	stop sign		
B	4	s		Total Part B ____
	5	b		
	6	h		
C	7	pen		Total Part C ____
	8	lamp		
	9	books		
D	10	Mom and me		Total Part D ____
	11	Playing ball		
	12	Dinner with family		
E	13	Mom and Lee make lunch		Total Part E ____
	14	Lee plays with his sister		
	15	Lee walks his dog		
TOTAL CORRECT READING:				

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Reading Skills Chart

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Reading Raw Score	Skill(s) Description
0-2	No demonstrable ability
3-5	Can match simple pictures to each other
6-10	Can recognize letters
11-12	Can recognize words
13	Can read simple phrases
14-15	Can read simple sentences

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Administering the Writing Component

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# Administering the Kindergarten WIDA-ACCESS Placement Test

Layout




- Writing component is divided into 5 parts (Parts A through E)
- Corresponding page numbers for the Picture Cue booklet are listed in the heading of each Part
- If a child responds incorrectly to the first task, model the correct response, score the item 0, and move on to the next task
- If a child responds correctly, score the item 1, and move on to the next task

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Navigating the Writing Component: Parts A-E




1. Administer and score all tasks in Part A.
2. Calculate the score
3. Based on the scoring guidelines in the script, determine whether the student will advance to the next Part or wind down
4. Repeat steps 1-3 for Parts B through E as necessary

*Note: Follow the script for winding down at the end of Part E*

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General Scoring Information




- When scoring the writing section, invented spelling and reversed letters are acceptable
- Letters and words should be generally recognizable
- Scribbles do not count

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Writing Test Scoring Guidelines



- Part A and Part B
  - Letter shapes must be recognizable and approximate the expected letter. If the student writes the incorrect letter in the space, it should be scored incorrect.
- Part C
  - Writing must be a word or approximate a word, not just one letter. Words copied from the sample should be scored incorrect
- Part D
  - Writing must be a phrase or sentence of more than one word. Misspellings or missing words are acceptable as long as the response is generally comprehensible.
- Part E
  - Writing must be a sentence of more than a single word or phrase. Misspellings or missing words are acceptable as long as the response is generally comprehensible.

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Writing Scoring Sheet

Part	#	Key	Score	Criterion
A	1	Writes name.		Letter shapes must be recognizable and approximate the expected letter. If the student writes an incorrect letter in the space, it should be scored incorrect.  If Total = 2 or more, go to B.
	2	cat		
	3	pig		
	4	hen		
B	5	sun		Letter shapes must be recognizable and approximate the expected letter. If the student writes the incorrect letter in the space, it should be scored incorrect.  If Total = 2 or more, go to C.
	6	boy		
	7	hat		
C	8	ant		Writing must be a word or approximate a word, not just one letter. Words copied from the sample should be scored incorrect. Invented spelling, reversed letters, and missing letters are acceptable if the word is recognizable. Scribbles do not count.  If Total = 2 or more, go to D.
	9	ball		
	10	Other toys in picture: bat, bike, car, dog, drum, kite, plane, truck, yo-yo		
	11			
D	12	Lee helps mom.		Writing must be a phrase of two or more words. Misspellings or missing words are acceptable as long as the response is generally comprehensible.  If Total = 2 or more, go to E.
	13	Lee reads.		
	14	Lee is at the farm.		
E	15	Lee plays in the yard.		Writing must be a full sentence that approximates correct word order, sentence formatting (e.g. word spacing), and punctuation.
	16	It's a hot day.		
	17	They play at the beach.		
	18			
TOTAL CORRECT WRITING:				

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Writing Skills Chart

Writing Raw Score	Skill(s) Description
0-3	No ability
4-7	Can copy letters
8-11	Can complete simple words with initial letter
12-14	Can write simple words
15-16	Can write simple phrases
17-18	Can write simple sentences

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Summary Scoring

- When you have finished administering those parts of the test that are appropriate for each student, transfer his or her raw scores to the Summary Scoring Sheet
- Use the conversion table to fill in the Oral Proficiency Score
- Locate the student's Reading and Writing Skill(s) Descriptions in the appropriate Conversion Table

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Summary Scoring Sheet

Raw score for Listening and Speaking

Raw score for Reading

Raw score for Writing

Kindergarten W-APT™ Summary Scoring Sheet

Student ID: \_\_\_\_\_ First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ Home Language: \_\_\_\_\_ Test Administrator: \_\_\_\_\_

Listening and Speaking

Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)

Oral Proficiency Score (ENTER SCORE USING CONVERSION TABLE BELOW)

Listening and Speaking Conversion Table

Raw Score	Oral Proficiency Score
0-5	Low
6-8	Mid
9-23	High
24-30	Exceptional

Reading

Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)

Skills Description (ENTER DESCRIPTION FROM CONVERSION TABLE BELOW)

Reading Conversion Table

Raw Score	Skills Description
0-2	No demonstrable ability
3-5	Can match simple pictures to each other
6-10	Can recognize letters
11-12	Can recognize words
13	Can read simple phrases
14-15	Can read simple sentences

Writing

Raw Score (ENTER TOTAL CORRECT FROM SCORING SHEET)

Skills Description (ENTER DESCRIPTION FROM CONVERSION TABLE BELOW)

Writing Conversion Table

Raw Score	Skills Description
0-3	No ability
4-7	Can copy letters
8-11	Can complete simple words with initial letter
12-14	Can write simple words
15-16	Can write simple phrases
17	Can write simple sentences

Oral Proficiency Score

Reading Skills Descriptions

Writing Skills Descriptions

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How to Use K-WAPT™ Scores in Kentucky

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**K-WAPT**

- Since the K-WAPT assesses only listening and speaking and yields only an oral proficiency score (1-30), all kindergarteners regardless of their K-WAPT raw score, must be administered ACCESS the following January in order to assess reading and writing.
- There are two program options for kindergarteners who are administered K-WAPT:
  - A composite raw score of 29-30 for listening and speaking domains yields "Exceptional" skill level, thus demonstrating oral competency for the current school year. Kindergarteners demonstrating oral (listening/speaking) competency on their K-WAPT should be posted in Infinite Campus *LEP* and SEN- Structured English Immersion until 1<sup>st</sup> grade ACCESS scores are received. A Program Services Plan (PSP) should be designed and implemented for their kindergarten school year. The student will take ACCESS in January as a kindergarten student.
  - A composite raw score of less than 29 for listening and speaking domains yields *Low, Mid or High* skill levels, thus demonstrating limited oral proficiency. These students should be posted in Infinite Campus *LEP* with an appropriate service type. A Program Services Plan (PSP) should be designed and implemented for their kindergarten school year. ACCESS will be administered in January.

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# Interpreting LEP Information in Infinite Campus

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LEP Screen

in Infinite  
Campus

LEP Screen

in Infinite  
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# Accommodations Manual and Training Materials

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Accommodations Manual and Training Materials



- KDE has been working with George Washington University CEEE for the past year on an accommodations manual and training materials.
- The purpose of the manual and training materials are to help teachers give the appropriate instructional accommodations and assessment accommodations for their ELL students based on the child's level of English Language Proficiency.
- KDE will be releasing the accommodations manual and training materials to the districts soon.


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Questions or Comments?

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